

The Shirley Pre-School

St. James Road Methodist Church, St. James Road, Southampton, SO15 5HE



Inspection date

8 December 2017

Previous inspection date

1 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- A wide range of exciting activities motivate children. For example, children play creatively outdoors, as they pretend to eat marshmallows by an imaginary camp fire. Children hold conversations with each other and staff, and talk about keeping safe.
- The manager develops highly effective partnerships with the wider community and other professionals to help ensure children's needs are met extremely well.
- Staff act quickly to build on children's developing knowledge. For instance, children confidently ask why the room has gone darker during story time. Staff encourage children to think, then explain that the clouds have blocked the sun from providing light.
- The manager uses self-evaluation effectively to make improvements. Parents' views are fully considered. For example, staff now provide parents with photographs, so children become familiar with the adults who look after them.
- Children are confident and learn how to become increasingly independent. For example, they make choices and manage their personal hygiene successfully. This helps to support the progress they make.

It is not yet outstanding because:

- Systems to share information with parents, so they can support children's learning at home are still new and being developed.
- Staff do not consistently support those children who prefer to play and learn outdoors.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make further use of the new assessment system to help parents support their children's learning at home
- make better use of the outdoor environment to support the continuing good progress of children who prefer to play and learn outside.

Inspection activities

- The inspector checked that all areas of the premises used by children are safe.
- The inspector sampled a selection of policies and procedures, including children's records.
- The inspector observed staff interactions with children at group time and during the daily routine.
- The inspector spoke with parents and took into consideration their verbal reviews.
- The inspector observed children playing outdoors and evaluated the quality of teaching.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff communicate well to ensure children are supervised and their individual needs met. Safeguarding is effective. Staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child's welfare. The manager monitors the progress of children and works effectively in partnership with others to provide the individual support children need. Funding is used effectively to support children's learning. For example, after attending training to enhance children's curiosity, a wide range of natural resources have been purchased. This has resulted in children exploring new ideas and building on their knowledge and extending the vocabulary they use. Children are empowered to make choices. For example, they vote for their favourite stories and learn to respect each other's views.

Quality of teaching, learning and assessment is good

The manager and staff have a clear understanding of younger and older children's needs. They adapt their interactions and questioning appropriately and give children time to experiment and try things out. For example, children delight in transferring paint brushes to large buckets of water before they use the brushes to draw pictures on the outside wall. Staff challenge children to think things through. For example, they discuss where sultanas come from and then compare their size using mathematical language such as 'bigger' and 'smaller'. Older children engage and listen well at story time. Staff support younger children to begin to focus and build their attention and listening skills.

Personal development, behaviour and welfare are outstanding

The manager and staff show an exceptional level of care and are fully in tune with children's individual needs. For example, staff sensitively reassure children who do not like to be a focus of attention at group times. This enables the less confident children to build their self-esteem. As a result, children are quickly learning to be resilient and make their own choices. Children are highly motivated to join in a superb range of activities and are extremely interested and keen to learn. Staff skilfully support children's transitions from toddler groups and home to the pre-school. This excellent preparation means that children are exceptionally prepared for the pre-school routine and settle in quickly. Children learn to respect each other's differences and value one another.

Outcomes for children are good

Children excitedly count down the days to their Christmas party and confidently recognise numbers. They show great independence skills as they prepare themselves for snack. For example, they confidently recognise and select their names, collect their plates and pour their own drinks. Children enjoy recording daily outdoor temperatures and write these with support and discuss how to keep safe. For example, during colder weather they understand that the ground may be slippery.

Setting details

Unique reference number	EY386986
Local authority	Southampton
Inspection number	1071102
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	46
Name of registered person	Julie Ann Catling
Registered person unique reference number	RP909543
Date of previous inspection	1 December 2014
Telephone number	07941 242645

The Shirley Pre-School registered in 1963. There are eleven staff employed to work with the children, nine of whom hold an early years qualification. The pre-school is open Monday to Wednesday from 9.15am to 2.45pm and Thursday and Friday from 9.15am to 12.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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